

# The Classical Outlook

VOLUME XXXVIII

NOVEMBER, 1960

NUMBER 2

Copyright, 1960, by the American Classical League

## AN EIGHTH GRADE EXPLORES LATIN

By LEONA F. WESTLAND  
Fairfield High School, Hamilton, Ohio

"Time and man's versatile efforts  
over the shifting years,  
Have often changed things for the  
better; fortune's vicissitudes  
Make fools of us often, and then set  
our feet again upon firm  
ground."

—Vergil, *Aeneid* 11. 425-427  
(transl. by C. Day Lewis)

EVERYONE IS aware that there must be little or no waste of time or energy in educating youth if the needs for discipline and specific knowledge are to be met in this "Space Age" and in the future. "Our feet again are set" upon the fields most needed for a proper balance to "change things for the better": mathematics, science, foreign languages. The close alliance of these fields would make a revealing article; this paper, however, will tell about an eighth-grade group which is exploring a world stranger to them than the world of outer space is at this moment to the scientist.

Fairfield High School, on Route 4 between Hamilton and Cincinnati, Ohio, a Butler County High School, has 680 pupils, of whom 140 or 20.5% are studying Latin of their own volition. (Spanish is also offered.) Some, as in any school, think Latin is difficult and time-consuming. With trepidation and doubt, therefore, but with the wonderful encouragement of a progressive (in the right sense) administration, concerned with accelerating or combining studies wherever possible, Fairfield has ventured into a new pasture with eighth-grade Latin. In early April of 1959, the guidance counselors sent the following letter to the parents of those seventh-grade pupils who had the highest grades in English and an I.Q. of 110 or better:

"An experiment in accelerating pupils capable of doing more difficult work is being considered in Eighth Grade. A course called 'Exploratory Language' will combine English grammar and Latin I. The pupil taking this course will be required to take Latin II and Latin III in high school to complete the state requirement of two credits. Your child may choose this course if you

## TWO EPIGRAMS OF THEOCRITUS

(A. P. 6.337 AND 340)  
"Homometrically" Translated  
By HERBERT H. YEAMES  
Boston, Mass.

### INSCRIPTION FOR NICIAS' NEW STATUE OF ASCLEPIUS

Now he has come to Miletus too, this  
son of the Healer

Paeon, to meet with a man, healer  
like him of disease,

Nicias, who always comes with his  
offerings daily before him:

He had this statue carved, sweet-  
smelling cedar the wood,

Promising highest reward to Eëtion,  
thanks to his skilful

Handwork, for he on the task  
lavished the whole of his art.

### INSCRIPTION FOR A STATUE OF APHRODITE URANIA

This is not Cypris the Common:  
propitiate rather the goddess,

Calling her Heavenly, thou, modest  
Chrysogone's gift,

Here within Amphicles' house, with  
'whom her life and her  
children

Both she shared, and for them bet-  
ter each year was their life,

Since with thee they began, O Mis-  
tress; for mortals who duly

Cherish the deathless gods ever  
have profit themselves.

and he so desire. You, the parent,  
and he, the child, should understand  
that study will be necessary at school  
and at home."

There followed places for the pupil's name, the parent's signature, and an indication of "for" or "against." At that time there were 252 pupils in the seventh grade. The letter was sent to 50 parents, of whom 35 replied and 31 were "for." Their children compose the class which we chose to call "Exploratory Language." The 4 parents who were "against" made no comment.

There has been no ill feeling in the higher grades or among the parents, as there might be, over the acceleration. The movement has been accepted as a trend of the time. The children themselves have risen to the challenge and have appreciated learn-

ing both the language and the grammar. They have a better understanding of how words are made; they are enjoying Roman culture and history; they are becoming acquainted with mythology.

Their text is different from the one being used by the beginners in the ninth grade. The work in this new text is accelerated, too. This factor by itself should have discouraged both teacher and pupils. In addition, because of overcrowded conditions, our school must have double sessions this year and next; therefore, this class meets for forty-five minutes during the second period of the afternoon: 1:15-2:00 p.m. In spite of these difficulties, it was obvious to me after the first week that these eighth-grade pupils grasped the language more easily, retained it better, and were more alert to things happening in Rome today than were the older ones in the higher classes. I was puzzled because I had had high-school juniors and seniors taking Latin and doing better than my usual freshmen and sophomores, so that I had been almost convinced that Latin should be taken in the third and fourth years of high school rather than in the first two. The only explanation I have is that eighth-grade pupils have not yet fallen in love, spend more time at home, and have no cars of their own; and that the older juniors and seniors do not let these things be their masters.

The thinking behind this venture is that expressed by Dr. James B. Conant's report on the American high school, as reported in *Newsweek* for January 19, 1959, page 85: "Something like 13 per cent of U. S. high-school students have superior scholastic talent. In addition, an average of 3 per cent can be classified as 'extraordinarily gifted.' Whatever the percentages in a given school, superior and gifted students should be urged to study four years of mathematics and science and four years of a single foreign language in addition to their English and social studies . . . If possible, the gifted students should be given the opportunity to do some college-level work."

By starting Latin in the eighth grade, our pupils will be able to complete three years and may choose a fourth. In the third year they will

study portions of the first six books of the *Aeneid*. If there is a fourth year, they will study portions of Cicero's orations and some of Horace's poems. The progress of this eighth grade will reveal much. Will its enthusiasm and ability wane? The achievement of the group will be measured by the Miami University State Scholarship Test, by the *Auxilium Latinum* Nationwide Latin Examination, and by the Ohio Educational Test in Latin. Our state offers encouragement by granting a special certificate to graduates who complete three years each of science, mathematics, and foreign languages. This is the first year that any of our pupils have been eligible, as this is the first year Fairfield has had third-year Latin—a class of six. So far no teachers of Latin have come from our classes. Perhaps this eighth-grade group will supply one or two.

One of the girls in the class, when debating the question of studying Latin in the eighth grade, of her own accord wrote a letter to the President of the United States. She received an excellent autographed photograph, a wise reply, and a copy of his remarks to a group of American Junior Red Cross Delegates in the Rose Garden on June 23, 1958. The wise reply suggested that perhaps she would like to discuss the specific question of whether or not to take Latin in the eighth grade with the guidance counselor or a favorite teacher. The remarks were as follows:

"The long-term benefit of learning one foreign language fluently is something that I believe is as valuable as any other single accomplishment that you can attain. I never learned to be fluent in any language, yet I studied Latin, German, French, and Spanish. The reason, apparently, was that as far as my instructors were concerned, they failed to concentrate their shots instead of using a shot-gun on me. I simply did not have the linguistic kind of ability, and so therefore there was confusion created.

"I do believe this: Once you learn one other language well, then you have a very great stepping-stone for another. I know one man that talks fluently in six, and he had taught himself. And he knows the culture of the country of the language that he has learned. He has learned its history. He has been my guide around such places as Rome and Lisbon, and so on, because of his interest in this matter. And the good he does because he can communicate in that fashion is really great."

Father Virgil C. Blum, S.J., Pro-

tessor of Political Science at Marquette University, in discussing the educational atmosphere of this country in his book, *Freedom of Choice in Education* (1958), writes: "... the gifted and talented boy and girl have little or no opportunity to develop to the highest level of their capacity. This is an injustice to them. It is an injustice to American society. It is an injustice to Western civilization and to human society in general. When society makes an investment in the moral and intellectual development of a boy or girl, it has a right to expect that those who have assumed the obligation to educate will create the conditions and circumstances that will enable the pupil to develop his talents to their highest potential. Society has a right to expect that its potential leaders will not be lost because of an inept educational system."

Rear Admiral Hyman G. Rickover, Chief of the Naval Reactors Branch of the Atomic Energy Commission, has also recognized the failure of our schools. Among the concrete remedies he proposed in a talk at the Seventh Thomas Alva Edison Foundation Institute (as reported in the *New York Times* for November 21, 1959, page 17) are these: "We shall not do justice to our talented youth until we seek them out at an early age—no later than 10 or 11—and educate them separately from the rest of the children. This should be done preferably in separate schools or if this is not possible in separate classes."

Fairfield is following these wise suggestions. A gifted group has been started in a separate Latin class. The omens are favorable. Vergil's words of encouragement will be applicable to all concerned: the pupils, the school, and society.

## MATERIALS

### ETYMOLOGIES

A useful eight-page reprint from *Classical Folia* is available at approximately 25¢ per copy from Rev. Joseph M.-F. Marique, S. J., Holy Cross College, Worcester, Mass. Entitled "The Classics and Etymology" and prepared by Rev. Augustine J. Di Blasi, of Cardinal Stepinac High School in White Plains, N. Y., it contains lists of English words derived from some twenty Greek roots, the first few lists being worked out in some detail, the others requiring greater research from the students. There is also a brief bibliography.

### FABLES

Additions to her series of mimeographed fables in Latin are announced by Mrs. Bessie Rathbun, 4506 Jones St., Omaha 6, Nebr. Now available are the following: for first-year students—*The Pied Piper of Hamelin*, *The Four Musicians*, and *The Golden Fish*; for second-year students—*Pyramus and Thisbe*, *Puss in Boots*, *The Fox and the Wolf*, and *Ferdinand the Bull*. The price is 10¢ per copy, the minimum order for any fable being twenty copies, plus 15¢ postage (\$2.15).

### PISTOL PETE

Dr. Goodwin B. Beach, of Trinity College, Hartford, Conn., has for sale a limited number of copies of his Latin biography of *Petrus Sclopetarius* ("A True Story of the Old West done into Latin"). The ten-page booklet includes *annotationes* and a *glossarium vocabulorum vel novorum vel inusitatorum*. Address Dr. Beach at 52 Orchard Road, West Hartford 17, Conn.

### POETRY

Two booklets of exceptional interest are here called to our readers' attention.

*Tenuis Musa* is a collection of Latin verse, both original and translations from English, by Van L. Johnson, honorary President of the American Classical League. Many of them have appeared in *THE CLASSICAL OUTLOOK*. The thirty-five *carmina* are followed by Professor Johnson's Latin prose dramatization of Charles Dickens' *Christmas Carol*. This handsome booklet is available at one dollar a copy from the Tufts University Store, Medford 55, Mass.

*Paraphrases from the Latin Poets* is an equally attractive gathering of English verse "paraphrases" from a wide array of Latin poets: Horace, Catullus, Martial, Lucretius, Ausonius, Seneca, Ovid, Vergil, Statius, and Juvenal. Over half of the sixty-five pieces have been published before as *Poems from the Latin* (1958) and *More Poems from the Latin* (1959); there are twenty-four new ones. The authors are Garrett W. Thiessen, of the Chemistry Department, and Bernice L. Fox, of the Classics Department, at Monmouth College. The booklet may be purchased from Miss Fox, Monmouth College, Monmouth, Ill., for one dollar postpaid.

### PRO LINGUA GRAECA

We have at hand a small pamphlet published by the Council of the British Classical Association and entitled *Greek in the Twentieth Century*. Its concern is to extend "the

## THE CLASSICAL OUTLOOK

Entered as second class matter October 7, 1936, at the post office at Oxford, Ohio, under the act of March 3, 1879.

**BUSINESS MANAGER:** HENRY C. MONTGOMERY, Miami University, Oxford, Ohio

**EDITOR:** KONRAD GRIES, Queens College, Flushing 67, N. Y.

**ASSOCIATE EDITORS:** W. L. CARR, University of Kentucky, Lexington 29, Ky.; CAROLYN E. BOCK, Montclair State College, Upper Montclair, N. J.; RALPH MARCELLINO, West Hempstead (N. Y.) High School

**SUBSCRIPTION \$1 PER YEAR.** Annual fee of \$1 for membership in the American Classical League includes subscription to THE CLASSICAL OUTLOOK

Published monthly, October to May inclusive, by the American Classical League, Miami University, Oxford, Ohio  
Copyright, 1960, by the American Classical League

enjoyment of Greek studies to what may be called the amateur." Though designed for British consumption, it will be of interest to teachers in this country as well, especially, perhaps, the two-page "Select Bibliography." Address Mr. William B. Thompson, Department of Education, The University, Leeds 2, England.

## NOTES AND NOTICES

## HONORS FOR CLASSICISTS

The *Cincinnati Enquirer* for Sunday, June 26, carried an appreciative article on the retirement of Miss Ruth Grove, of Withrow High School. The current school year book had been dedicated to her "in deep gratitude and sincerest admiration."

On Sunday, May 29, Syracuse University bestowed an honorary degree of Doctor of Letters upon Professor Gilbert Highet, of Columbia University, as "a profound scholar, a teacher with keen sensitivity . . . , a broad humanist meeting the urgent cultural necessities of our technically oriented age." Professor Highet also delivered the Commencement address.

## NEWSPAPER LATIN

On Sunday, May 15, "Parade of Youth," a weekly supplement to the *Hartford Courant*, devoted an entire page to three articles written in Latin: an announcement of the Connecticut State Latin Contest; a description of the Contest by Joseph Hilbert, of the Latin staff at Weaver High School, locale of the Contest; and a paper on the value of Latin by Goodwin B. Beach, of Trinity College. The headline of the page read: "Ludi Legatos ad Certamen Latinum Mittunt."

## SEMPLE SCHOLARSHIP GRANT

Each year the Classical Association of the Middle West and South offers to a high-school teacher of Latin or Greek within its territory a grant for summer study in Rome or Athens. For the summer of 1961 the award will be for study at the American Academy in Rome. This grant of \$300 is made in co-operation with the American Academy, which will waive tuition fees for the recipient of the grant.

Applicants will fill out forms which will be supplied by the CAMWS Chairman of the Committee on Awards, Professor Grace L. Beede, State University of South Dakota, Vermillion, S. D. The initial letter of application must be in the hands of the Chairman not later than January 1, 1961. Selection will be made in February. The recipient of the Semple Award may not simultaneously hold a scholarship offered by the American Academy in Rome. Because of the need for making early reservations for trans-Atlantic travel, applicants are urged to write in promptly.

Other opportunities for summer study will be listed in our January issue; announcement of the current American Classical League scholarships was made in the October issue.



## PUBLICATIONS RECEIVED

We acknowledge with thanks complimentary copies of the following publications sent to us during the past year: the *Acta Diurna* of the British Orbilian Society; the *Bulletin* of the Classical Association of New England; the *Bulletin* of the New Jersey Classical Association; the *Bulletin* of the Pennsylvania State Association of Classical Teachers; the

*Centurion* of the Okmulgee (Okla.) High School; the *Fax Romana* of the Junior Classical League of Maryland; the *Forum Freepress* of the Hockaday School in Dallas, Tex.; the *Hartford Courant's* "Parade of Youth"; the *Latin Newsletter* of the Minnesota Classical Conference; the *Inter Nos* of the Calvert High School in Tiffin, Ohio; the *Eta Sigma Phi Nuntius*; the *Res Gestae* of the Catholic Classical Association of Greater New York; the *Tempora Latina* of the Hicksville (N. Y.) High School; the *Texas State Junior Classical League's Torch*; and the newsletter of the Washington (D.C.) Classical Club.

## VERSE-WRITING CONTEST

THE CLASSICAL OUTLOOK will this year again conduct a Verse-Writing Contest. Any high-school or college student may enter this contest provided he is this year studying Latin, Greek, or classical civilization under a teacher who is a member of the American Classical League. Certificates of honorable mention will be awarded to the writers of all verses chosen for publication.

Entries may be in English, Latin, or Greek; themes must be drawn from classical literature or mythology, or from classical antiquity in the broader sense. Only original poems may be submitted—not translations from ancient authors. No verses which have already been published—even in a school paper—are eligible.

Each poem entered must be submitted on a separate sheet of paper, and bear the full names of the student and of his teacher, as well as the name and address of his school or college. Entries will not be returned; and the winning verses are to become the property of the American Classical League. The decisions of the Editorial Board of THE CLASSICAL OUTLOOK shall be final.

Entries should be sent to the Editor, Professor Konrad Gries, Queens College, Flushing 67, N. Y.; they must be mailed in time to reach him by February 1, 1961. Announcement of the results of the Contest will be made in the May, 1961, issue.



## OFFICERS OF CLASSICAL ORGANIZATIONS

Officers of American classical organizations have been reported as follows—

The American Philological Association (for the current year): President, Louis A. MacKay, of the University of California; First Vice-

President, Robert S. Rogers, of Duke University; Second Vice-President, Inez S. Ryberg, of Vassar College; Secretary-Treasurer, Harry L. Levy, of Hunter College; Editor, Donald W. Prakken, of Franklin and Marshall College.

The Classical Association of New England (for 1960-1961): President, Anita M. Flannigan, of Conard High School, West Hartford, Conn.; Vice-President, Rev. Martin E. Ryan, S.J., of the College of the Holy Cross; Secretary-Treasurer, Claude W. Barlow, of Clark University.

The Classical Association of the Atlantic States (for 1960-1961): President, E. Adelaide Hahn, of Hunter College; Vice-Presidents, Paul A. Solandt, of the Library of Congress, and William R. Ridington, of Western Maryland College; Secretary-Treasurer, Joseph A. Maurer, of Lehigh University; Editor, Edward A. Robinson, of Fordham University.

The Classical Association of the Middle West and South (for 1960-1961): President, John N. Hough, of the University of Colorado; President-Elect, B. H. Narveson, of St. Olaf College; Vice-President, Ellen Machin, of Central College, Fayette, Mo.; Secretary-Treasurer, Paul R. Murphy, of Ohio University; Editor, Norman T. Pratt, Jr., of Indiana University.

The Classical Association of the Pacific States (for 1960-1961): President, Rev. Fred Reidy, S. J., of Saint Francis Xavier Novitiate, Sheridan, Ore.; Secretary-Treasurer, Edward Y. Lindsay, 3480 Del Paso Blvd., North Sacramento 15, Calif.

The Archaeological Institute of America (for the current year): President, George E. Mylonas, of Washington University; Vice-President, Rodney S. Young, of the University Museum in Philadelphia; General Secretary, LeRoy A. Campbell, of Brooklyn College; Treasurer, Walter C. Baker, of New York City; Editors, Richard Stillwell, of Princeton, N. J. (*American Journal of Archaeology*), Gladys D. Weinberg, of Columbia, Mo. (*Archaeology*), and LeRoy A. Campbell, of Brooklyn College (*Bulletin*).

Eta Sigma Phi (for the current year): Executive Secretary and Editor, H. R. Butts, of Birmingham-Southern College; Honorary President, Gertrude E. Smith, of the University of Chicago; Trustees, Graydon W. Regenos, of Tulane University, Chairman (1961), Gertrude Ewing, of Indiana State Teachers College (1963), William C. Korf-macher, of Saint Louis University

(1961), Paul R. Murphy, of Ohio University (1962), and Norman T. Pratt, Jr., of Indiana University (1962).

The Classical Society of the American Academy in Rome (for the current year): President, Harry J. Leon, of the University of Texas; First Vice-President, Helen F. North, of Swarthmore College; Second Vice-President, S. Palmer Bovie, of Indiana University; Secretary, Lois-May Waters, of the Winsor School, Boston, Mass.; Treasurer, Claude W. Barlow, of Clark University.

The Vergilian Society of America (for 1960-1961): President, J. Appleton Thayer, of St. Paul's School, Concord, N. H.; Honorary President, Amedeo Maiuri, of Naples; Vice-Presidents, Rev. Raymond V. Schoder, S.J., of Loyola University, Chicago, Ill., and Alexander G. McKay, of McMaster University; Secretary-Treasurer, Howard Easton, of Phillips Exeter Academy, Exeter, N. H.

The Society for Ancient Greek Philosophy: President, J. B. McDiar-mid, of the University of Washington; Secretary-Treasurer, Mrs. A. C. Sprague, of Yarrow West, Bryn Mawr, Pa.

The current officers of the American Classical League are listed in the October, 1960, issue of THE CLASSICAL OUTLOOK.

## LETTERS FROM OUR READERS

### A RENEWED RECOMMENDATION

Dr. A. M. Withers, of Concord College, writes as follows:

"I wish to recommend for the second time [see 'Materials' in the issue for December, 1958] to readers of THE CLASSICAL OUTLOOK Professor Louis Foley's *How Words Fit Together* (Babson Institute Press, 427 Main St., Melrose, Mass.; 1958. Pp. 125. Price, \$3.00 postpaid).

"The occasion for this repetition is the appearance of the work in hard covers, and at about half the price of the original paper edition.

"Professor Foley, an expert in French, brings to the consideration of English the intimate feeling for form, precision, clarity, and elegance that characterize a language controlled by the common sense of qualified authorities. His book is utilizable as a supplementary guide to students, and at the same time as an altogether pleasant and provocative teacher's companion. A notable feature is its exhaustive handling of

matters like the overworking of 'and,' the 'so' sentences, the split infinitive, and so on, together with the concentration on unfortunate practices that mar contemporary usage, even in the more respectable places. The book is an excellent 'buy,' for the able as well as for the inept and inexperienced in language ways."

SI IUDEX INTELLEGERE NEQUIT. . .

Mr. Eugene E. Hogan, of the Grover Cleveland High School in Buffalo, N. Y., shares with us the following amusing experience:

"Recently I was a member of a jury hearing a civil suit involving injuries caused in a collision of two automobiles. The question at issue was whether an abnormal condition of the plaintiff's back was caused by the accident. There was no denial of the condition; only its possible aggravation by the collision was disputed. After the exhibition of numerous X-rays and testimony by doctors, the defendant's attorney summed up by saying: 'There is no proof that this condition was caused by this accident. As the Romans said, "*Ante (sic) hoc, ergo propter hoc.*"' The opposing attorney was on his feet in a second and shouted: 'Objection. He's making a cheap grandstand play; he knows there's a Latin teacher on the jury.' His Honor replied: 'Sustained. It's over my head, anyway.'

"Apparently it was over the head of all three of them."



## SEQUEL TO AN INTERESTING CORRESPONDENCE

Readers may remember the Latin correspondence between Professor Harry L. Levy, of Hunter College, and the then Monsignor Antonio Bacci, Secretary of Briefs to Princes in the Vatican Secretariat of State, which was published in THE CLASSICAL OUTLOOK for January, 1957. A continuation of this correspondence, occasioned by the recent elevation of Monsignor Bacci to the cardinalate, is here reproduced by courtesy of Professor Levy.

### I

Viro Eminentissimo Antonio Bacci Cardinali Henricus Levy Professor et Decanus Collegii Hunteriani Neoboracensis S. P. D.

Nuntio adlato, Eminentissime, te a Pontifice Maximo Patribus Cardinalibus adscriptum esse, triplici gaudio adfectus sum. Gaudeo et tibi, quia te dignum tanto honore Augustus Pontifex decrevit; gaudeo et Patrum Cardinalium Collegio, quia tanto lumine Latinitatis atque omnino humanitatis

ornatum est; gaudeo et meo ipsius nomine, quia memoriam illius sermonis quem in aedibus Vaticanis tecum lingua Latina habui, quam memoriam semper valde caram habebam, nunc, si pote est, habiturus sum etiam cariorem. Liceat tibi, precor, valido per multos annos hoc honore fruaris tam bene merito tantaque cum omnium Latinitatis fautorum laetitia concessio.

Scripsi Novi Eboraci a. d. vi id. mart. anno MDCCCCLX.

## II

Praeclaro Latinitatis Cultori Henrico Levy Antonius Bacci p. s. d.

Officiosas humanissimasque abs te datas litteras accepi; quae eo vel magis mihi obvenerunt gratae, quod concinno numerosoque sermone conscriptae sunt, atque mihi in memoriam revocant Latinum colloquium tecum habitum, paucis ante annis, hisce in Aedibus Vaticanis. Quam diutissime Deus te sospitet; felicissima ac salutaria omnia tibi largiatur; ac rebus te servet secundis. Fac ut valeas, meique memento.

Scripsi in Aedibus Vaticanis, mea manu, id. Mart. Anno MDCCCCLX.

### A SUMMER AT THE AMERICAN ACADEMY IN ROME

By LUCILLE E. O'DONNELL  
Peabody High School, Pittsburgh, Pa.

**D**URING THE summer of 1958 I was the lucky recipient of one of the three American Classical League scholarships awarded for study at the American Academy in Rome. The good fortune that happened to me could happen to any teacher of the classics. The following account of my experience will, I hope, stimulate some at least of its readers to emulate me.

First, how does one obtain an American Classical League scholarship? If you are interested in obtaining one, the time to start thinking about it is now. The League annually awards three \$500 grants for a summer's study in Rome or Athens. In addition, travel expenses up to \$75 are allowed for coach fare within the United States to the point of embarkation. Besides, the American Academy remits the \$100 tuition fee to the recipient of a scholarship from a classical organization. Together, these three items provide very substantial help toward defraying the summer's expenses—definitely over half the necessary outlay.

Application for a scholarship is made to the League Committee on Scholarships, whose chairman is Pro-

fessor Robert G. Hoerber, of Westminster College, Fulton, Mo. Detailed information is always available in THE CLASSICAL OUTLOOK. Applications are due January 1, and selection is made soon after February 1. The application form requests information under the following headings: academic preparation; teaching experience; membership in professional organizations; attendance at professional meetings; program appearances; published books or articles; knowledge of modern languages; three references written directly to the Committee; a statement of not more than 500 words giving reasons for wanting to study abroad and any specific study plans; and a transcript of university credits, the last-named not necessary but helpful. If that sounds like a doctoral dissertation, it at least has the virtue of getting a person very well acquainted with himself; furthermore, "It is not expected that the applicant will be able to answer all the questions or supply information for all the items. This is mentioned so that no one will hesitate to apply through a feeling of not qualifying." The fact that I myself was chosen is clear and strong evidence that the application blank is not an insurmountable hurdle.

If your economic status is comparable to mine, you will appreciate the fact that, fortunately, the League does not exclude acceptance of aid from other sources. An additional grant from the Henry C. Frick Educational Commission, located in Pittsburgh, made it possible for my dream to become a reality.

After the scholarship awards were announced, every mail brought some exciting item relative to the trip. From the New York office of the American Academy came a sheaf of closely printed pages of preliminary reading with which it was suggested that students be reasonably familiar, concerning Latin literature and Roman history, life, topography, and monuments; a list of books to be brought along for use—guide books and Loeb editions of Horace and Vergil; and a list of things desirable to pack. From the Ashmun Travel Agency came immensely helpful letters arranging all the details of traveling, from the moment of sailing from New York to the return to the United States—in my case by air, after a two-week stopover in England.

My passage was booked on the "Constitution," of the American Export Line, the first completely air-conditioned transatlantic liner. Capa-

ble at that time of carrying 1000 passengers, the "Constitution" has since been enlarged by another deck. The souvenir postcard correctly stated that the ship "exemplifies modern American living at sea." We set sail at noon on Saturday, June 21. As I waved good-bye to the United States, I found myself leaning on the rail beside Dr. Carolyn Bock, another of the League awardees. Later I learned that quite a few other Academy students were on the boat, one of whom generously gave elementary lessons in Italian to those of us who were interested. I was assigned to Cabin 505 with three other passengers, including Mrs. Emmeline Richardson, wife of Professor Lawrence Richardson of Yale, and a scholar in her own right. The Richardsons were to spend the following year at the Academy.

There is much to say about boat life. Suffice it here to state that on the ship the food, accommodations, entertainment, and companionship left nothing to be desired—except sleep, of which we naturally lost an hour each night.

Landing in Naples on Sunday, June 29, the American Academy students were greeted by the Director of the Academy, Dr. Laurance P. Roberts, and his wife, charming people who knew their way around, as we did not, eventually located missing baggage, and loaded us on the bus for Rome.

In Rome we were lodged at the Casa del Turista, the Palazzo Salvati, near the Piazza della Rovere, close to the Tiber, and within walking distance of St. Peter's. In the fifteenth century it had been a very beautiful palace, built in the Roman style around a cortile, and its painted ceilings and marble stairs bespoke former grandeur. G.I.'s on furlough found it satisfactory and inexpensive for a night or two. During our six-week stay, we discovered it lacked comfort, convenience, cleanliness, and accommodations for study. I frankly admit that the rates were very inexpensive, but I am not the only one who would have been glad to pay more in order to secure conditions under which I could live more comfortably and study more successfully.

Monday, our first full day in Rome, took us, by more or less devious ways, up the Janiculum Hill to the American Academy, a beautiful building, with its rooms built around a cortile containing a refreshing fountain, trees, and statuary. As we entered the building, I was pleased to find, among the founders

It was fascinating to notice the ingenuity with which the modern Romans have put the ancient buildings to use. The exquisite Pantheon, planned by the famous engineer Agrippa to honor Augustus, has become a Christian church and a royal mausoleum; the Tabularium, a center of administration; the Market of Trajan, an exhibition hall. The Baths of Diocletian house a church, a museum, and public gardens. Concerts are held in the Stadium of Domitian, and operas in the Baths of Caracalla. It was thrilling to experience, in the glamor of the night, a performance of *Aida* on the stage superimposed

Several times, we went on longer trips that consumed whole days. One excursion included the Necropolis of Cerveteri, the very beautiful Lago di Bracciano, and Veii; another, Palestrina, with its wonderful museum; still another, the Alban Hills, Frascati, Cicero's Tusculum, Monte Cavo, Nemi, and the Via Appia. That day it was a pleasure to sit on a stone seat in the theater pictured in our textbook and listen to the brilliant

The plan is a very simple one, and very inexpensive. Any member of the League desiring this service may write to the Service Bureau requesting an information blank. This blank is to be returned to the Bureau together with a registration fee of \$1.00. The blanks are kept on file in the order received, and any prospective employer, on inquiry, is sent an up-to-date list of *all* applicants together with pertinent information about each applicant.

We were singularly fortunate in the classical scholars who lectured to us. Most of the lectures were given by Professor Paul MacKendrick, of the University of Wisconsin, Director of the Summer Session. Other lecturers included Professor Axel Boethius, the genial and highly respected Director of the Swedish Academy; Professor Frank E. Brown, "a gentleman and a scholar," of Yale University, who was in charge of the excavations at Cosa; Professor Lily Ross Taylor, formerly of Bryn Mawr, an authority on the Forum and on Roman law; Professor Lawrence Richardson, Jr., of Yale, who was especially interested in the Cosa excavations and in research on the Emperor Hadrian; and Mr. John Lenaghan, from the University of Iowa, Professor MacKendrick's assistant, who shared the responsibility for

conducting the field trips and giving the *in situ* lectures.

During all of these trips and lectures we amassed enough information and experience to undergo a quite rigorous three-hour written examination, which was optional, depending on whether or not we wished to be eligible for university credit later on.

The last Friday was a big day. Graduation exercises at the Academy in the morning featured the granting of certificates of credit, a speech by Dr. Roberts, and an original parody of Kipling's "If" by Professor MacKendrick. A social hour at the Villa Aurelia followed. In the evening we dined at Pompey's Theater. One of our members quipped: "Supper at Pompey's Theater is the conventional way to end one's stay in Rome. It's where Caesar ended his."

In addition to the experience and information gained at first hand and in lectures, we enjoyed close association not only with the important scholars who worked with us but also with the thirty-two other students and teachers from all parts of the United States who were our classmates, as well as with scholars who visited the Academy from time to time, such as Professor Henry C. Montgomery, of Miami University, and Dr. Bertha Tilly, author of *Vergil's Latium* and *The Story of Camilla*. We had the facilities of a very large classical library, one of the three largest and best in the world, we were told. The course disclosed a vast amount of material, books and visual aids, for example, to be consulted and used not so much during the sessions as later on.

Some experiences of an extracurricular nature were very enjoyable, and some well-nigh invaluable. Among the enjoyable I should include attending operas at the Baths of Caracalla and sipping *caffè caldo* (to the uninitiated, hot coffee and brandy) during intermission; dining in the Ristorante del Gladiatore, across from the Colosseum, appropriately; listening to lectures and a panel discussion on Italian education in the American Theater, near the American Embassy; shopping for souvenirs for ourselves, our relatives, and our friends (in our scant free time); enjoying the very funny musical comedy, *Roman Slummer*, written by two clever members of the class to poke good-humored fun at the course, with quite a bit of truth as well as jest; picking up a little of the Italian language; becoming acquainted with lovable but undistinguished Italians, like our waiter at the

Academy and his family; and being entertained at receptions given by Dr. and Mrs. Roberts in the Villa Aurelia, by Professor and Mrs. MacKendrick, by the American Academy and by the Fulbright Commission, by Mr. and Mrs. Richard Hamilton of the American Committee for Cultural Relations with Italy, and by the American Ambassador on the Fourth of July. Among the invaluable experiences I should place the rare privilege of a private audience with His Holiness, Pope Pius XII of beloved memory, who spoke to us most appropriately and effectively in impeccable English, presented each of us with a medal, and posed with us for a group picture that appeared in *L'Osservatore Romano*.

As the days go by, I tend to recall all the wonderful parts of the summer's experience. Like Cicero, I "pass by without mentioning" some things that disturbed us all more or less: the miles and miles and miles of walking; the ankles turned on uneven steps going down into tombs; the blisters on our feet; the pebbles in our toeless shoes; the 115 steps from the Casa del Turista to the Via Garibaldi on the way to the Academy; the "unrecognizable" food in the Salvati dining room (quote from *Roman Slummer*); the ants, water beetles, and "Harpies" in the so-called bathroom; the bathlessness; the hard beds; the lack of cupboard space and of facilities Americans take for granted; the frustrating lack of study opportunities. But I fervently say with Aeneas: "*Forsan et haec olim meminisse iuvabit.*"

After the close of the session came the rush, for most of the group, to pack clothes for the trip to the Vergilian School at Cumae and to package books and other materials to send ahead to the United States. As for myself, torn between two urges, I decided against Cumae, took my time in packing, enjoyed a day of luxury in the Grand Hotel before leaving Rome, and flew to Britain for a two-week visit with a friend before returning home.

The summer's experience was truly memorable. I was part of *Roma Aeterna* for only six weeks, but it will be part of me forever. When my friends say, "Tell us all about your wonderful summer," they don't know into what a situation they are putting themselves. I'll probably be telling about it for the rest of my life.



#### A SUMMER IN ROME

It is not too early to think of spending the coming summer at the

American Academy in Rome. The Academy will conduct a six-week Summer Session for teachers and graduate students in the classics and related disciplines, under the direction of Professor S. Palmer Boie of Indiana University. Applications for participation are due March 1, 1961. Scholarships for this session are offered by the following classical organizations: the American Classical League, the Classical Association of the Middle West and South, the Classical Association of New England, the Classical Association of the Atlantic States, Eta Sigma Phi, the New York Classical Club, the Ohio Classical Conference, the Pennsylvania State Association of Classical Teachers, and the New Jersey Classical Association. In addition, twenty grants for secondary teachers and college instructors of Latin and the classics are available, under the provision of the Fulbright Act, from the Federal Department of Health, Education, and Welfare; these grants cover both the six weeks in Rome and a seventh week at Cumae.

The Academy itself offers a limited number of fellowships to mature students, for one or two years, to begin October 1, 1961. Applications for these are due in the Academy's New York office by December 30, 1960. Address Miss Mary T. Williams, Executive Secretary, American Academy in Rome, 101 Park Ave., New York 17, N. Y.



#### SUMMER WORKSHOPS—

1960

Latin teachers seem to have been flocking back to the classroom this past summer, to judge from the reports on 1960 Latin institutes and workshops that have been received. Information, inspiration, exchange of ideas, and a sense of professional unity are among the many benefits that come from attendance at these summer sessions. Why not plan to be a participant in 1961? As usual, a listing of current opportunities will appear in the May issue. Meanwhile, here is what was going on during the summer of 1960.

The University of Connecticut workshop for Latin teachers placed emphasis on the linguistic approach. Pattern practices and tapes for use with any of five of the popularly used texts were completed for one semester. There were 25 in attendance, from Connecticut, Massachusetts, New Jersey, and New York.

At Georgetown University 24 participants from 15 states and Canada observed a demonstration class in be-

ginning Latin taught by oral and structural approaches, reviewing the material observed in an evaluation seminar.

Fourteen teachers, mainly from Indiana, attended the Sixth Latin Workshop at Indiana University. Some of the provocative session titles were "The Handwriting of Latin," "The Teaching of Latin in the Soviet Union," and "The Great Range of Latin."

At Marquette University, 175 registrants from "all four borders of the United States" attended an Institute on the Teaching of Latin by the Natural Method, conducted by the propounder of this method.

The University of Michigan held an Advanced Placement Latin Institute and Seminar for 97 registrants, coming from 21 different states and Canada.

The Second Latin Workshop at Saint Louis University had as its theme "Practical Ways and Means in Latin." The registration of 40 represented 8 states.

St. Olaf College, with an attendance of 6, all from Minnesota, concentrated on mythology and teacher training.

Tufts University had 54 persons in attendance, from 14 states (including Hawaii). As usual, there was special work in the teaching of first-year, second-year, and third- and fourth-year Latin.

The Latin Workshop at the University of Wisconsin included a Latin laboratory and work in "Advanced Problems in Teaching Latin." There was an attendance of 74 teachers.

Finally, Western Maryland College reports an attendance of 25, from 7 states, with work in the Latin language, in art and mythology, in classroom methods and management, and in audio-visual aids.



## POPULATION EXPLOSION

—JCL

By JESSIE CHAMBERS

Jackson (Mich.) High School

(Editor's Note: Miss Chambers, who is the member of the American Classical League Committee on the Junior Classical League in charge of state federations, read this paper at the 1960 Latin Institute at Miami University.)

**E**VERYTHING IS exploding these days — bombs, rockets, planes, the earth (at least in Chile), Khrushchev, and even I more often than usual. (My pupils would tell you that in my case the reason is the fact that I already have one foot in Charon's boat.) I'd explode right now if I had the time, gift, skill, or bent to do it in the scholarly fash-

ion I know is expected of one who speaks before this august body. Perhaps I shall, anyhow.

All over the world the population is exploding and the population of the Junior Classical League must explode too. Otherwise what will happen to that spirit of togetherness the world is so wrapped up in promoting?

Thinking in terms of a space age seems a long way from the horse-and-buggy days of my youth. Much closer seems that far earlier time when the gods ruled supreme in their individual domains, as they still do in the thoughts of many of us.

What do you suppose Diana will say when one of those rockets we keep shooting into space doesn't explode but really lands in her domain? One night last week I listened to a TV program which began, "You are about to hear the story of man's first landing on the moon. The story is not true. It hasn't happened yet. But right now we are leaping into space." After the count down and the command to fire, a rocket containing three men soared into space. A tense few moments followed and then came the announcement, "Ladies and gentlemen, we interrupt this program to bring you this important message. We have landed on the moon."

This all sounds fantastic and impossible, but we are living in a space age and we're talking about the classics in the space age. Some of us may soon be delegates to the moon, to Mars, or to some other, as yet undiscovered planet. We may even be given a few hours credit or a merit rating for our trip.

But putting all thoughts of the moon aside, let's get down to earth, because I shall not follow the pattern of the TV show in my remarks. What I have to say is the honest-to-goodness truth as I see it.

According to statistics, JCL was organized in 1936. In two years it grew from 500 to 5000 members. This growth was not then an earth-shaking event and the following ten years felt only infrequent tremors: only 5000 more members were added. In 1954, however, with its first national convention, JCL made quite an impression upon the earth. Now, in 1960, its more than 70,000 members make it the largest classical organization in the world.

But I think it can explode with even greater force if each Latin teacher works just a little bit harder. May I use my own state as an example? In 1955 there were about 15 chapters in Michigan. In 1960, just

five years later, there are 90 chapters and over 5000 members. In 1960 there were 70 chapters represented at the state convention, with an attendance of over 1700. Attendance had to be limited because of lack of facilities. Michigan is now the second largest federation in the United States. That took work.

Michigan has over 900 Latin teachers. Think what would happen if first 250 and eventually 500 of those teachers became interested in JCL. What an explosion that would be! What would happen if 50 states exploded to their limit?

We all know that Latin is the backbone of learning but we've got to convince others that it is. We know that it kept learning alive in the Middle Ages, that it survived the 1930's and the 1940's with their "trends." It has had setbacks, but it still is alive and growing. Our job is to keep it growing in spite of the new emphasis placed on mathematics, science, and modern languages. We've done it before and we can do it again.

We do a good job. But we have got to do an even better one. In addition to competing with the modern languages—which we are all happy to see receive support, I'm sure—we must compete with the "gadgetry" of the language laboratory, with tapes, TV, and the like. I don't know which or how many of these we are going to make use of, and that is not the subject of my paper. But these tools do hold a certain attraction for pupils, and surely we shall gain prestige by making use of at least some of them. I don't mean either that we are to teach less Latin. I just mean that we have got to throw every weapon we have into survival, or we are going to find the modern-language program leaving us far behind.

And JCL is one of the weapons we can employ. There is no other and there never has been another high-school organization that has grown as has JCL. I believe it does and can continue to do more to keep up an active interest in Latin as an alive subject than any other one thing.

Our young people like to be in something. I asked some sixty of my pupils who had attended the state convention what they liked best about it and they said, "The scrap in the afternoon business session. Everyone got in on it." One school which attended its first JCL convention this year wrote a letter saying, "Our delegates had a wonderful time last Saturday. Many of them had

previously attended other student conventions, but this was by far the best. There was much more student participation."

I know JCL takes time and I know it means work, but isn't that work worthwhile if we can hold and increase interest in Latin through it?

Another thing we must be serious about is publicity in newspapers. One reporter, looking at a convention of 1700 pupils, said to me, "Are *all* these people studying Latin in Michigan?" I laughed and said, "This isn't a quarter of them. These are only delegates from seventy schools of Southern Michigan." The impression that *no one takes Latin anymore* badly needs correction.

JCL can help get us in the news in numbers if sponsors will put forth the effort. I know because two years ago, when the JCL National Convention was held in Michigan, the three leading Detroit papers gave front-page spreads—with six-column pictures—to the meeting. Immediately neighboring cities followed suit.

Newspapers may not print how many extra lines a Vergil class has translated, but they *will* print how many pupils attended a JCL convention if the news is properly presented—and indirectly Latin profits. A few years ago I even made the editorial column of our local paper (via the Student Council) because I refused to have a telephone and pencil sharpener in our Pompeian-style Latin room. I received the full support of the editor not only for my stand in this matter, but for the teaching of Latin as well.

If we really believe in the value of what we're doing—and I'm sure we do—let's break out of our secure little shell and cause an explosion that will rock the world. I just don't think this is any time to be discouraged. It's a time to meet the forces of mathematics, science, and modern languages with forces of our own. If we need to pile Mt. Ossa on top of Mt. Olympus and Pelion on top of that, we can do it and then if we still need to move Oeta and Parnassus on top of *them*, as Mercury and Charon once did (according to Lucian's little dialogue *Charon*), we can do that too. Think what an explosion would result if we set off a rocket from there. But as Mercury said to Charon, "If you're going to accomplish anything, you've got to be willing to risk your neck." Let's capitalize on the fact that "our own place in history is an opportunity and not a fatality."

The JCL National Committee is

working hard. So are *many* state chairmen and sponsors. We are not discouraged and we are not pessimistic. But we *are* deeply concerned. And we are going to grow bigger and better each year if each and every teacher will support us.

Do you know the story about the bottle? The pessimist gazing at it said, "Look, the bottle is half empty." The optimist said, "Oh, no! It's half full."

### BOOK NOTES

The Latin Elements in English Words. By Lulu Lee. New York: Exposition Press, 1959. Pp. 60. \$3.00.

"Words, words, words," said Hamlet; and "Language does consist so largely of words, doesn't it?" was the stock response of one of my college professors when a student would tell him that he was getting along very well with his German "except for vocabulary."

The present generation has witnessed the publication of many a book designed to "increase word power" and to provide "training for transfer," especially in areas of Latin-English, Latin-Latin, and English-Latin word study. One recent major publication in the field is Dr. Nybakken's *Greek and Latin in Scientific Terminology*, reviewed in THE CLASSICAL OUTLOOK for May, 1960. A much more modest recent contribution is Miss Lee's little book, which bears the subtitle: "A Handbook of Derivation with a Section on Greek and Latin in Technical Terms."

This book consists largely of lists which the author has compiled and used during her long career as a classroom teacher. Examples are "Latin and Latin-English Plural Nouns" (Chapter II), "Roots of English Words" (Chapter III), and "Latin-Derived Words Often Misspelled" (Chapter VII). Only a purist would be distressed to find Latinized Greek elements in some of the "Latin" lists. Chapter VI consists of some helpful (not to say face-saving) "Rules for Spelling Latin-Derived Words," e.g., Rule 13: "Only the prefixes *ex-*, *pro-*, and *suc-* are used with the root *-ced-*. Other prefixes combine with *-cede*."

The book includes (p. 10) Miss Lee's "Back to the Sources," which was first published in *Latin Notes*. The first verse reads:

If all the words of foreign birth  
Within our English tongue should  
flee

Homeward across the seas of earth,  
How great a tumult there would be!  
Lo, more than five in ev'ry ten  
Would sail to Latian shores again!

—W. L. C.

The Greek Experience. By C. M. Bowra. ("Mentor Books," MD275.) New York: The New American Library of World Literature, 1959. Pp. i-xii and 13-223, plus 48 pages of photographs. Paperback, 50¢.

This may be the age of the atom bomb, but it is also the age of the paperback. For less than a dollar each, one can build one's own library of the world's finest books, as broad or as specialized as one wishes, in the form of small, well made, well printed, and even, as in the present instance, beautifully illustrated volumes. The classics are receiving their full due in this welcome movement; one series alone, that of which the present volume forms a part, lists among its ancient authors Homer, Sophocles, Euripides, Xenophon, Plato, Caesar, and Plutarch, in whose company appear such modern scholars as Arnold Toynbee, Joshua Whatmough, Edith Hamilton, Rex Warner, and now C. M. Bowra, Professor of Poetry and Vice Chancellor of Oxford University.

First published in a hardcover edition by the World Publishing Company in 1957, *The Greek Experience* has been widely acclaimed as "a brilliant, perceptive and moving narrative," "a masterpiece," and "the best book of its kind." It deserves all the praise it has received. Its purpose is "to form some general picture of what the Greeks were" (p. xi), and this it accomplishes by a new examination of the original sources—there are five pages of documentary notes, and abundant quotations, all in translation—growing out of the author's life-long occupation with the Greeks. Limiting himself to the centuries between Homer and the fall of Athens in 404 B.C., the author describes, analyzes, and interprets the "Greek experience" in nine wide-ranging chapters: "The Unity of the Greeks," "The Heroic Outlook," "The Gods," "City and Individual," "The Good Man and the Good Life," "Myth and Symbol," "Imagination and Reality," "The Plastic Vision," and "The Place of Reason." These are followed by a summarizing "Epilogue," the last sentence of which may be quoted here as a sample of the profound content and the sensitive style that mark the whole book: "The unique splendour of the Greeks is that, with all their sense of the divine qualities in man and of his

closeness to the gods, they knew that he was not and could not be a god, and they were content and proud that he should find his own magnificence and be ready to live and die for it."

The photographs present Greek architecture, sculpture, and vase painting; they are closely integrated with the text. A brief but adequate index terminates this distinguished work.

—K. G.

What's Happened to Our High Schools? By John F. Latimer. Washington, D. C.: Public Affairs Press, 1958. Pp. vii plus 196. \$3.25. Readers of THE CLASSICAL OUTLOOK will be interested in this meaty volume not so much *qua* classicists as *qua* key members of a national institution whose "evolution . . . is unprecedented . . . in the annals . . . of our democracy" (p. 114). For Dean Latimer here presents a sweeping survey of the history of secondary education in this country, from the grammar schools of the colonial period through the academies of the early nineteenth century down to the familiar public high schools of our day.

The author's main concern is the development of the secondary-school curriculum, the changes in which are carefully traced and analyzed with the help of thirty-eight laboriously assembled statistical tables. These tables also give information on such matters as the relative popularity of the various subjects with boys and with girls, the differences among the various regions of the United States, the continuation rate in the public high schools, and the effect of the high-school curriculum upon the colleges. All the facts are fully documented (Appendix A is a valuable bibliography of primary sources, such as reports and surveys issued by the Federal Government, and of secondary material, such as the 1894 *Report of the Committee of Ten on Secondary School Studies* and the 1924 *Classical Investigation*), and the tables are models of care, caution, and perspicuity.

This compilation might have been merely a dry assemblage of facts and figures—valuable, surely, but unpalatable. The author has had the grace and the courage to flavor it with Attic salt and with the pepper of strong conviction. Who would expect to find, in a book on "education," as delightful a phrasing as this: "Botany entered [the curriculum] in full flower, but it faded rapidly, and by 1948-49 was hanging on by only

a stamen" (p. 29)? Or this—apropos of the possibility that the feud between the professional educationists and the academicians may be settled amicably: "Although a millennium is not to be expected, there has been a slight apocalypse" (p. 123)? More important and more laudable, however, is the combination of scrupulous fairness in presenting the many trends that have affected American education (not excluding the life-adjustment theory) with the plainest of language in advocating the principles in which the author believes: "Education that stresses and combines mental discipline and cultural values is not only the best but in the long run the most practical" (p. 132).

The American Classical League is to be congratulated on having selected as its seventh president a classicist with the patience, the breadth of interest and of understanding, and the firm honesty that were needed for the writing of this book.

—K. G.

Towards a Text of Cicero: *Ad Atticum*. By D. R. Shackleton Bailey. ("Cambridge Classical Studies.") New York: Cambridge University Press, 1960. Pp. ix plus 104. \$5.50.

Dr. Shackleton Bailey has turned his attention from Propertius (see the review of his *Propertiana* in this journal for November, 1956) to Cicero's letters to Atticus, of which he is editing the last eight books for the Oxford Classical Texts. The remarks on "difficult or corrupt passages" which constitute the volume here being considered are a preliminary to this new edition. The pattern of the book follows that of the previous one: a Latin text of from one to ten lines, a brief critical apparatus, and an incisive textual or interpretive comment. There is also a fourteen-page appendix on "Tullia's Fane" so far as it is mentioned in the correspondence.

This is, again, a book for scholars, especially for editors, *à la* Housman. The author, assuming that his readers will be familiar with both the letters and the pertinent scholarship, loses no time on unnecessary explanations or references. Yet the ordinary lover of Cicero, too, will profit from the linguistic information and the thorough knowledge of Cicero that fill these pages; he will find much intellectual stimulation and even enjoyment in following the sharp reasoning and the occasional pungent remarks about previous solutions to the problems being tackled.

The proposed emendations, readings, and interpretations are generally

convincing—at least to the non-expert. There were just two instances (15.6.1 and 16.1.4) in which this reader thought the cure of a defective passage overly bold.

*Propertiana*, with 326 pages, sold at \$6.50 in 1956. In 1960, a similar book of only 104 pages costs \$5.50. *Haec vera est inflatio!*

Correct *quip* to *quid* in the quotation from Gellius on page 3, add a single quotation mark before *ignoras* in that from Apuleius on the same page, and change *vide* to *vidi* on page 99 (*Ad Att.* 9.19.1).

—K. G.

### AMERICAN CLASSICAL LEAGUE SERVICE BUREAU

W. M. SEAMAN, Director  
W. L. CARR, Associate Director

#### NOTA BENE

Please do not send cash through the mails. If you send cash and it is lost, we cannot fill your order. Please use stamps, money orders, or checks. The latter should be made payable to the American Classical League. If a personal check is used, please add 5¢ for the bank service charge. If you must defer payment, please pay within 30 days.

Ordering should be done carefully, by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is likely to be too badly damaged for resale; since the Service Bureau is a non-profit-making organization, it cannot absorb losses such as this. Because of the increased cost of postage and handling, please add 25¢ for an order totaling from \$1.50 to \$2.50; over \$2.50, add 40¢.

Please order material at least two weeks in advance of the date on which you want to use it. In an emergency, indicate which items are urgently needed and add 25¢ for special-handling postage.

The address of the Service Bureau is Miami University, Oxford, Ohio.

The Service Bureau has for sale the following seasonal material:

#### THANKSGIVING Mimeographs

- 420. A Very Short Account of a Harvest Festival. A Thanksgiving Day program. 5¢
- 546. Thanksgiving for Latin. A play in English on derivation. 20¢
- 680. De Die Gratiarum Agendarum. A Latin Thanksgiving Day proclamation and a typical Thanksgiving Day dinner menu in Latin. 5¢

#### MATERIALS FOR CHRISTMAS Mimeographs

- 103. Some Latin verses from well-known songs. 20¢
- 160. Christmas and the Roman Saturnalia. 10¢
- 163. Some paragraphs about Christmas in easy Latin. 5¢
- 236. More about the Saturnalia. 10¢

294. Officium Stellae. Liturgical play suitable for Christmas. 10¢
382. Saturnalia. A Latin play. 15¢
388. The Origin of the Roman Saturnalia. 15¢
465. Suggestions for a Christmas program by the Latin Department. 15¢
466. A Roman and an American Christmas Compared. A play in English. 15¢
478. Suggestions for Latin Christmas cards. 5¢
618. Frater Bestiarum. A Christmas play with music. 40¢
624. Io Saturnalia. A play in easy Latin. 10¢
674. Tidings of Great Joy: Christmas Tableaux. Four "living pictures" with carols and readings from the Latin New Testament. 20¢
686. The Roman Saturnalia. Reproduced from THE CLASSICAL OUTLOOK for December, 1937. 15¢
689. Christmas and the Roman Saturnalia. Reproduced from THE CLASSICAL OUTLOOK for December, 1938. 15¢
690. Some Ancient and Modern Yuletide Customs. Reproduced from THE CLASSICAL OUTLOOK for December, 1939. 15¢
701. Christmas and the Epiphany: Their Pagan Antecedents. Reproduced from THE CLASSICAL OUTLOOK for December, 1941. 15¢
703. Carmen Feriale. Play in Latin based on Dickens' "Christmas Carol." Reproduced from the Classical Journal for October, 1958. 15¢
706. Christmas Gifts and the Gift Bringer. Reproduced from THE CLASSICAL OUTLOOK for December, 1940. 15¢

Articles in THE CLASSICAL OUTLOOK  
CO 44. December 25, Christmas Day. December, 1942. 15¢

CO 89. Greek Hymns and the Nativity. December, 1948. 15¢

#### Latin and Greek Christmas Cards

Price, with matching envelope, 9¢ each; \$1.00 for 12 in any assortment.

- A. A descending angel adapted from a Dürer woodcut; the Latin version of Isaiah 9:6 and Luke 2:10, 11. Blue on ivory paper.
- B. A multi-colored picture of the Bethlehem shepherds. Inside, the Latin version of Luke 2:8-11 and a Christmas greeting in Latin.
- C. A multi-colored Nativity scene with Christmas candles and a Latin version of "Silent Night."
- D. Manger scene on cover. Inside, Luke 2:7 in ancient Greek and greeting in modern Greek. New, 1960.

F. Colored manuscript of "Adeste Fideles" on cover, stanza of the song in Latin on inside, with greeting. New, 1960.

H. Angel adoring Madonna and Child. Original linoleum block. Inside, a Christmas and New Year greeting in Latin. Colors: blue and silver.

K. A kneeling woman in medieval dress holding a branched candlestick. Inside, three stanzas of a medieval Christmas carol in Latin. Red and black on ivory.

L. Roman lamp in silhouette. Inside, a greeting in Latin. A new printing with gold and black on green.

M. Linoleum print of Madonna and Child. Inside, a Latin version of "O Little Town of Bethlehem." Blue-green on ivory.

N. A wood engraving of the Nativity scene with a quotation from the Latin Vulgate. Inside, a Christmas greeting in Latin. Black and red on white.

P. A woodcut of the Parthenon, printed in terracotta on white. Inside, a good-luck greeting in Latin, suitable for Christmas or any other occasion.

PG. A woodcut of the Parthenon, printed in leaf-green on white. Inside, a greeting in Greek, suitable for Christmas or any other occasion.

S. The carol "Silent Night," translated into Latin, printed decoratively with holly and ribbon borders. Red, green, and black, on white.

T. A softly-colored picture of the three columns of the Temple of Castor and Pollux reflected in the pool of the House of the Vestal Virgins, in the Forum at Rome. Inside, a greeting in Latin.

#### Pamphlets

4. Latin Songs and Carols. By J. C. Robertson. The second edition of an old favorite. 50¢
5. Carmina Latina. Forty Latin songs with music. 25¢

#### GENERAL GREETING CARDS

GC. Postcards, with the greeting "Ferias Laetas!" ("A Joyous Holiday"), are available. They may be used for any holiday season of the year. The design, in green ink, is taken from Columbus' drawing of one of his own ships. No envelopes. Can be sent through the mail for a three-cent stamp. 10 cards for 30¢.

GD. This greeting card is suitable for any occasion. It pictures Diana in her chariot and carries a

good-luck wish in Latin. Price, with matching envelopes, 9¢ each; 12 for \$1.00.

#### THE ROMAN ORIGINS OF OUR CALENDAR

This booklet, prepared by Van L. Johnson, honorary president of the American Classical League, is designed to provide quickly and in one packet correct information about the Roman calendar. Recommended for courses in Latin, History, or Mythology. Contains a model for the construction of a wall calendar for each month. Order as Bulletin LV. Price, \$1.00.

#### A ROMAN CALENDAR FOR 1961

A large 17 by 23 inch wall calendar employing the Roman method of indicating the days of each month. Important dates in Roman tradition and history are also indicated. Price, \$1.00.

#### NEW MATERIALS

##### Mimeograph

708. Arma Virique, a play in Latin, by Allen Saunders. Winner of the Latin essay contest conducted by the Classical Association of Virginia. 15¢

##### Name Tag

A new 3½x3½ name tag, with the question "Quisnam es?" and the answer "Mihi nomen est." Punched for pin or string. 3¢ each in quantities of 10 or more.

##### Latin-English Derivative Dictionary

This 48-page pamphlet lists in alphabetic order the 1362 Latin words which are the ultimate sources of the approximately 10,000 Latin-derived English words which an English-speaking person is most likely to encounter. Compiled by Rudolph F. Schaeffer and edited by W. L. Carr. A "must" for every teacher of Latin at any level and a very valuable aid to any teacher of English who knows at least a little Latin. New. Order as Pamphlet 62. \$1.00.

#### FREE CLASSIFIED LISTS

Classified price lists will be sent free, on request, for teaching material under any of the following topics: Caesar, Cicero, First Year Latin, For the Inexperienced Teacher, Latin Clubs, Latin Games, Miscellaneous, Pictures (Rome and the Romans; Classical Mythology), Plays in English, Plays in Latin, Projects, Radio and Other Programs, Rome and the Romans, Special Days, Supplementary Reading in Latin and in English, Teaching Methods and Techniques, Value of the Classics, Vergil and Mythology, Word Study.

**Our Third-of-a-Century Proven  
3-Point Latin Program  
To Help Stimulate  
Your Latin Instruction**

**1. APSL NATIONWIDE LATIN EXAMINATION**

All papers corrected BY US BY HAND  
(30th annual series this spring)

**2. NATIONAL LATIN HONOR SOCIETY**

Certificates available for students  
Charters available for schools  
(31st year this school year)

**3. AUXILIUM LATINUM**

National Classroom Latin Magazine  
(33rd Volume this school year)

Information obtainable from:

**Dr. A. E. Warsley, Editor**

**AUXILIUM LATINUM MAGAZINE**

**P.O.B. 501**

**Elizabeth, New Jersey**

**A  
MAJOR  
REVISION  
OF A  
STANDARD  
WORK**

**CASSELL'S  
NEW LATIN  
DICTIONARY**

LATIN ENGLISH • ENGLISH LATIN

Revised by D. P. Simpson, M. A. (Eton College)

Plain, \$7.00; Thumb-indexed, \$7.75

Available to Teachers on Approval

**Funk & Wagnalls** 153 E. 24th Street  
N. Y. 10, N. Y.

**MASTERPIECES OF GREEK ART**

Text and color photography by  
Raymond V. Schoder, S. J.

This volume is the first and most comprehensive work in color ever published on the entire 2000 year history of classical Greek art. Dr. Schoder, Professor of Classical Literature and Art at Loyola University and a lecturer for the Arts Program of the American Association of Colleges, has visited all important centers of classical art and has photographed the finest Greek works of all periods. His text and descriptive captions make this beautiful picture book a basic text in the study of Greek art and civilization.

112 color plates, mostly full page, with facing descriptive captions. Complete detailed bibliography. Chronological charts relating Greek art to its political and cultural history. End-paper maps to show sources of works of art reproduced. 224 pages; 8½ by 10 inches; cloth bound with protective carton.

\$12.50

Write for brochure illustrated in color and free catalog of art books. 20% discount to educational institutions and qualified staff members.

**New York Graphic Society**

**GREENWICH, CONNECTICUT**

**JUST PUBLISHED**

**TENUIS MUSA**

A collection of modern Latin Verse

by

**VAN L. JOHNSON**

Original poems, songs, translations  
for the Latin classroom:

Ted Williams, Sputnik, Jumbo, Scrooge  
and Paul Revere are all there.

Order at \$1.00 per copy postpaid

**TUFTS UNIVERSITY STORE**

**MEDFORD 55, MASS.**

